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ABSTRACT

A study evaluated previously funded vocational/applied technology programs to provide marketable skills to single parents, displaced homemakers, and single pregnant women throughout Texas. Program assessment questionnaires were sent to the program directors, administrators, high school principals, counselors, and program advisory committee members associated with programs for the target population in 78 Texas public school districts. Questionnaires were completed and returned by 48 (61.5%) of the projects. More than 90% of the program directors felt that they had implemented 33 of the 36 required program characteristics, and more than 84% of the respondents' programs had implemented all 36 required program characteristics. Among the main findings regarding program demographics were the following: 1,885 (98%) of the 1,927 individuals identified as needing a program were being served, 271 program completers received job placement services, 22% of program leavers were currently employed, and 31% were on welfare. Also during the project, a model was developed that school systems can replicate/adopt to evaluate the degree and quality of marketable skill attainment, educational excellence, and equity of programs/activities. (Ten tables are included. Appendixes constituting approximately 60% of this report contain the following: results of the Delphi analysis, survey instruments, project-developed program evaluation model, and third-party evaluation report.) (MN)

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FINAL REPORT

EVALUATION OF SINGLE PARENT, DISPLACED HOMEMAKER, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

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U.S. DEPARTMENT OF EDUCATION
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I. INTRODUCTION

A. Background Information

The Vocational Amendments of 1976, which first addressed the vocational training needs of displaced homemakers and single parents supported programs and activities that were designed and conducted to assist displaced homemakers and single parents to obtain marketable skills.

Section 221 of PL 101-392 (which amended the Vocational Amendments of 1976) does not restate the purpose for which funds may be used to provide services and activities to provide Single Parents, Displaced Homemakers, and Signle Pregnant women with marketable skills. Section 221 states that funds shall be used: "only to:

1. provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marektable skills;

2. make grants to eligible recipients for expanding preparatory services and vocational education services when the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

3. make grants to community-based organizations for the provision of prepartory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terns of cost, the quality of training, and the characteristics of the participants;

4. make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant

women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or bhy organizing and scheduling the programs so that such programs are more accessible; or

5. provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling."

Since programs conducted under the provision of Section 221 are "state administered programs", the State has the responsibility to assess or evaluate the effectiveness of programs designed to serve this specific population in relation to funds expended under the provisions of Section 221 the Perkins Act (PL 101-392). The requirement for the State to gather, analyze and disseminate data on the adequacy and effectiveness of vocational education programs in the state is found in Section 111 of PL 101-392.

Also, in relation to assessment or formative evaluation, States are encouraged to use Perkins funds (PL 101-392) as provided for under Section 201 (b) (3) for the assessment of programs conducted with assistance of Perkins funds for the development of: *"performance standards and measures for such programs"* and *"program improvement and accountability with respect to such programs".*

The State assessment, required by Section 116, conducted by the Texas Education Agency prior to March 26, 1991, did not include an assessment programs, services, and activities designed to serve Single Parents, Displaced Homemakers, and Single Pregnant Women. A review of the **ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION, 1991,** revealed that the REPORT provided a description and the number of the single parents, displaced homemakers, and single pregnant women programs,

services and activities provided. However, the Report did not provide any information on the impact or the effectiveness of those programs, services and activities.

B. Need

Based on the information presented above there was a need established for a statewide assessment of single parents, displaced homemakers, and single pregnant women programs, services and activities in secondary vocational education.

C. Action

The Texas Education Agency was aware of this need and took action to meet the need by issuing a **Request for Application (RFA) #SP-3** *"Evaluation of the Effectiveness Effectiveness of Previously Funded Vocational and Applied Technology Education Single Parent, Displaced Homemakers, and Single Pregnant Women Projects."*

D. Goal and Objectives

The **goal of the project** proposed by the University of North Texas was to: **evaluate (assess) previously funded projects (funded under Section 221) to provide marketable skill to Single Parents, Displaced Homemakers, and Single pregnant Women.** The assessment or determination of effectiveness would include the degree to which students had participated in vocational programs, had been provided needed support and supplemental services and entered into employment in occupations that are nontraditional for their gender.

The objectives of the proposed project are:

1. Assess the extent previously funded vocational and applied technology education single parent, displaced homemakers, and single pregnant women programs, services, and activities are meeting the needs of eligible students at the secondary level to acquire marketable skills.

2. Develop a model or system that can be replicated or adopted by school systems to evaluate the degree and quality of marketable skill attainment, educational excellence, and equity of single parent, displaced homemakers, and single pregnant women programs, services, and activities conducted through out the state.

II. PROCEDURES

In order to obtain external input and expertise from other institutions, agencies and organizations that support or will benefit from the project, a Project Advisory Committee was established and used. Linkages for input to the project are essential with representative groups that are involved in programs and activities dealing with sex equity programs.

The Project Advisory Committee (PAC) was created using the unique specifications of the RFA which were:

> **"The project shall be operated in close consultation with an advisory committee, the Executive Director of the Texas Council for Occupational and Vocational Education, the Texas Education Agency's Directors of Sex Equity, Home Economics, and Career Guidance and Counseling. Advisory Committee membership shall include the project director, TCOVE Executive Director, the three TEA directors, a parent, and representatives of business/industry, labor, human services, secondary and/or higher education, community organizations, and others as appropriate. Advisory committee membership shall reflect the diversity of the gender and ethnic groups within the state. Advisory committee members shall be approved by the three TEA directors and TCOVE Executive Director."**

The PAC members served three major roles for the project: (1) as an advisory body to the project staff in conducting the project; (2) served as reviewers and made recommendations for finalization of a survey instrument, interim reports and products, and final project products; and (3) assisted in the evaluation of the project.

Since the Texas Education Agency had not published a list of **standards** and **performance measures** for evaluating single parent, displaced homemakers, and single

pregnant women programs, it was proposed that required characteristics of a single parent, displaced homemakers, and single pregnant women programs be established and used as items for the assessment questionnaire. The project staff conducted and extensive search for information on the evaluation of single parent, displaced homemaker, and single pregnant women programs.

Using the data from the information search, the staff developed a list of characteristics. The list of characteristics was presented to the Project Advisory Committee for use in developing a list of required program characteristics. The PAC members reviewed, deleted, added and reworded the characteristics on the list until a consensus of the PAC members was reached.

The validation of the list of required program characteristics was achieved by the use of a modified Delphi technique. The names of the individuals serving as panelists for the Delphi were listed in the ACKNOWLEDGMENTS of this report. The results of the Delphi are presented in Appendix A. None of the required characteristics on the Delphi questionnaire were removed by the Delphi study.

The project staff also prepared a list of questions that would obtain program demographic data during the assessment. The list of questions proposed by the staff to collect program demographic data was presented to the PAC membership for approval and recommended changes needed for approval.

A copy of the draft of the assessment questionnaires, one for funded projects and one for public schools, were sent to the Texas Education Agency for approval. The drafts were revised based on the approval requirements of the Texas Education Agency,

printed and mailed. A packet of questionnaires was sent to the Single Parent, Displaced Homemaker, and Single Pregnant Women Program Directors of seventy-eight (78) public schools districts. Each packet of questionnaires contained assessment questionnaires for:

(1) each program director;

(2) one administrator of Career and Applied Technology Education Programs;

(3) principals of each of the high schools of the school district;

(4) one counselor for each of the high schools of the school district; and

(5) three members of the program advisory committee.

A copy of the questionnaires sent to each program director may be found in Appendix B.

The project was evaluated by a third party evaluator. The report of the third party evaluator is presented in Appendix D.

III. PRESENTATION OF FINDINGS

The purpose of the formative evaluation was to determine the status of Carl D. Perkins funded secondary single parent, displaced homemaker, and single pregnant women programs on a statewide basis. The assessment instruments were designed to identify (1) what was being done by the programs in relation to the established characteristics of a funded single parent, displaced homemaker, and single pregnant women program, and (2) what was the impact of the funded programs in the public schools.

The assessment questionnaires were completed and returned by forty-eight of the seventy-eight funded projects. The findings of the statewide assessment are presented by type of respondents under the headings of the degree of implementation of required characteristics and demographic data.

PROGRAM DIRECTORS OF SINGLE PARENT, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Degree of Implementation

The degree of implementation is presented by each required characteristic in terms of the percent of respondents implementing the characteristic and degree of implementation by the respondents using a scale of 1 to 5 with "1" being a rating of minimum implementation and "5" being a rating of maximum implementation.

The responses of the Program Directors are presented in Table 1. A review of Table 1. A review of Table 1 reveals that over ninety percent of the program directors responding felt that they had implemented thirty-three of the thirty-six required program

characteristics. More than eighty-four percent of the respondents' programs had implemented all of the thirty-six of the required characteristics.

All of the characteristics that had been implemented by the respondents had been implemented at a maximum rating of "5".

Demographics

The demographics of the programs of the respondents on a statewide basis are presented in Table 2. A review of Table 2 reveals:

* 1927 students were identified as having a need for the program
* 1885 or ninety-eight percent of the students having a need for the program were served
* 271 students participating in the program and completing occupational specific courses were provided job placement services
* Twenty-four percent of the students who participated in the program last year completed high school
* Twenty-two percent of the students who left the program last year are currently employed
* Eleven percent of the students who left the program last year are married and living with a spouse
* Thirty-one percent of the students who left the program last year are now on welfare.

TABLE 1

HIGH SCHOOL DIRECTORS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	97	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	86	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	95	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	95	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	92	5
C-2 Staff training and awareness must be completed.	97	5
C-3 The Marketing Plan must be implemented on a continuous basis.	92	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	95	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	84	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	95	5

TABLE 1

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	97	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	92	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	100	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	87	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	95	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	100	5
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	95	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	97	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	100	5

TABLE 1

Characteristics:	Degree of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	97	5
F-5 Students must be provided information about nontraditional careers.	97	5
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	100	5
G-1 Students must be provided preparatory services as needed.	100	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	92	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5

TABLE 1

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
	100	5
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.		
H-5 Employability skills training must be provided to students in occupational specific instruction.	97	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	97	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	100	5
I-1 Evaluative criteria for the program must be established.	100	5
I-2 A management information system (MIS) must be maintained by or for the program.	90	5
I-3 The MIS data and evaluation results must be used for decision making.	92	5
I-4 MIS data and evaluation results must be used in program reports.	92	5

TABLE 2

HIGH SCHOOL PROGRAM DIRECTORS'
RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS,
DISPLACED HOMEMAKERS,
AND SINGLE PREGNANT WOMEN PROGRAMS

Questions:	Responses:
1. How many individuals in the service area of your school are of school age, have not completed school, and are either a single parent or single pregnant teen?	
a. in-school	Total = 1365
b. out-of-school	Total = 646
c. Total	Total = 1927
3. Does your campus principal participate in your program Advisory Committee meetings?	Yes = 61%
4. How many in-school students applied to participate in the program?	Total = 1784
5. How many out of school youths applied to participate in the program?	Total = 447
6. How many of the applicants were provided with a student needs assessment?	Total = 1829
7. How many of the applicants were provided with a career interest survey?	Total = 1392
8. How many of the applicants were provided with an assessment of occupational aptitudes?	Total = 1129
9. How many of the applicants were:	
a. economically disadvantaged?	Total = 1517
b. academically disadvantaged?	Total = 926
c. handicapped?	Total = 95
d. limited English proficient?	Total = 173
e. foster children?	Total = 11

TABLE 2

Questions:	Responses:
10. How many of the applicants had completed grade:	
11?	Total = 545
10?	Total = 740
9?	Total = 667
8 or lower?	Total = 769
11. How many of the students participating in the program were provided with career guidance and counseling services?	Total = 1684
12. How many of the program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 1192
13. How many of the current program participants are:	
a. economically disadvantaged?	Total = 1174
b. academically disadvantaged?	Total = 795
c. handicapped?	Total = 65
d. limited English proficient?	Total = 140
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 843
f. participating in a vocational program nontraditional to their gender?	Total = 147
g. participating in an occupational specific vocational program?	Total = 745
14. Please list the number of students currently participating in the Single Parent Program by age and gender.	
Number of Males:	
Less than 15	Total = 42
15	Total = 14
16	Total = 40
17	Total = 48
18	Total = 54
19	Total = 38
20	Total = 72

TABLE 2

Questions:	Responses:
Number of Females:	
Less than 15	Total = 61
15	Total = 162
16	Total = 276
17	Total = 324
18	Total = 350
19	Total = 114
20	Total = 109
15. How many of the program participants are:	
a. Single Parent?	Total = 1130
b. Displace Homemaker?	Total = 144
c. Single Pregnant Women?	Total = 611
16. How many program participants were provided preparatory services?	Total = 1204
17. How many students who were determined to be a member of special populations were provided with supplementary services?	Total = 959
18. How many students did not have the academic requirements to enroll in an occupational specific program or course?	Total = 144
19. How many students were enrolled in a parenting skills course?	Total = 1328
20. How many of the students currently participating in the program are:	
a. participating in the program for the first time?	Total = 942
b. participating in a second year of the program?	Total = 444
c. participating in a third year of the program?	Total = 137
21. How many of the students were provided dependent care services?	Total = 659

TABLE 2

Questions:	Responses:
22. How many students completing occupational specific courses were provided with job placement services?	Total = 271
23. If your school conducted a program last year, how many students participated in the program?	Total = 1744
24. How many of the students who participated in the program last year:	Total = 663
a. returned to the program this year?	Total = 391
b. completed school?	Total = 293
c. dropped out of school?	Total = 240
d. are currently employed?	Total = 117
e. married and living with spouse?	Total = 20
f. serving in the military?	Total = 331
g. on welfare?	
25. Of those students reported in 24-d, how many are employed by companies or agencies that:	
a. provide employees with child care?	Total = 14
b. provide employees with a health insurance plan?	Total = 25
26. Does your school district have a Single/Teen parent Program funded by state funds?	Yes = 87%
27. If your school district has a Single/Teen Parent Program funded by the State, how many students are presently being served by the State funded program?	Total = 1527

HIGH SCHOOL COUNSELORS
HIGH SCHOOL PRINCIPALS
ADMINISTRATORS OF VOCATIONAL EDUCATION
PROJECT ADVISORY COMMITTEE MEMBERS

Degree of Implementation

The responses of high school counselors participating in the assessment are presented in Table 3. The responses of the high school principals, administrators of vocational education , and the project advisory committee members participating in the assessment are presented respectively in Tables 4, 5, and 6. A review of these tables reveals that the responses are similar to and support the responses of the program director's presented previously in Table 1.

Demographic Data

The demographic data of the programs reported by counselors, principals, and vocational administrators are presented respectively in Tables 7, 8, and 9. The demographic data shown on Tables 7, 8, and 9 support the data presented in Table 2. The differences in the demographic data by category of respondents is due to the number of respondents in each category of respondents.

Table 8 revealed that sixty-three percent of the responding principals participated in meetings of the program advisory committee. It was also shown in Table 8 that ninety-six percent of the reporting programs served students at two or more campuses.

Table 9 revealed that eighty-one percent of the administrators of vocational education of the responding programs participated in the meetings of the program advisory committee.

TABLE 3

HIGH SCHOOL COUNSELORS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	92	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	90	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	90	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	87	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	96	5
C-2 Staff training and awareness must be completed.	98	5
C-3 The Marketing Plan must be implemented on a continuous basis.	96	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	92	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	83	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	100	5

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	98	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	96	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	96	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	94	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	100	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	100	5
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	98	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	100	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	98	5

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	100	5
F-5 Students must be provided information about nontraditional careers.	100	5
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	100	5
G-1 Students must be provided preparatory services as needed.	98	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	98	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	98	5
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	94	5

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	5
H-5 Employability skills training must be provided to students in occupational specific instruction.	98	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	98	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	100	5
I-1 Evaluative criteria for the program must be established.	98	5
I-2 A management information system (MIS) must be maintained by or for the program.	94	5
I-3 The MIS data and evaluation results must be used for decision making.	90	5
I-4 MIS data and evaluation results must be used in program reports.	90	5

TABLE 4

HIGH SCHOOL PRINCIPALS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	97	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	86	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	95	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	89	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	97	5
C-2 Staff training and awareness must be completed.	100	5
C-3 The Marketing Plan must be implemented on a continuous basis.	97	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	97	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	92	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	97	5

TABLE 4

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	97	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	95	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	100	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	100	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	100	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	97	5
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	97	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	97	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	100	5

TABLE 4

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	100	5
F-5 Students must be provided information about nontraditional careers.	100	5
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	97	5
G-1 Students must be provided preparatory services as needed.	100	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	95	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	92	5
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5

TABLE 4

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5
H-5 Employability skills training must be provided to students in occupational specific instruction.	97	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	94	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	100	5
I-1 Evaluative criteria for the program must be established.	97	5
I-2 A management information system (MIS) must be maintained by or for the program.	91	5
I-3 The MIS data and evaluation results must be used for decision making.	91	5
I-4 MIS data and evaluation results must be used in program reports.	91	5

TABLE 5

HIGH SCHOOL VOCATIONAL ADMINISTRATORS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	96	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	87	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	96	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	96	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	100	5
C-2 Staff training and awareness must be completed.	100	5
C-3 The Marketing Plan must be implemented on a continuous basis.	100	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	100	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	91	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	100	5

TABLE 5

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	100	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	100	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	100	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	87	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	100	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	100	6
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	100	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	100	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	100	6

TABLE 5

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	100	5
F-5 Students must be provided information about nontraditional careers.		
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	100	5
G-1 Students must be provided preparatory services as needed.	100	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	100	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	6
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	86	5

TABLE 5

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	100	5
H-5 Employability skills training must be provided to students in occupational specific instruction.	100	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	100	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	96	5
I-1 Evaluative criteria for the program must be established.	100	5
I-2 A management information system (MIS) must be maintained by or for the program.	96	5
I-3 The MIS data and evaluation results must be used for decision making.	96	5
I-4 MIS data and evaluation results must be used in program reports.	96	5

TABLE 6

HIGH SCHOOL ADVISORY COMMITTEE MEMBERS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	100	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	92	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	99	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	96	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	98	5
C-2 Staff training and awareness must be completed.	99	5
C-3 The Marketing Plan must be implemented on a continuous basis.	96	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	97	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	88	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	94	5

TABLE 6

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	90	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	89	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	98	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	94	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	100	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	100	5
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	96	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	99	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	100	5

TABLE 6

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	100	5
F-5 Students must be provided information about nontraditional careers.		
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	100	5
G-1 Students must be provided preparatory services as needed.	98	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	94	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	91	5
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	92	5

TABLE 6

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implmentation Minimum = 1 Maximum = 6
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	93	5
H-5 Employability skills training must be provided to students in occupational specific instruction.	95	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	92	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	99	5
I-1 Evaluative criteria for the program must be stablished.	96	5
I-2 A management information system (MIS) must be maintained by or for the program.	94	5
I-3 The MIS data and evaluation results must be used for decision making.	92	5
I-4 MIS data and evaluation results must be used in program reports.	92	5

TABLE 7

HIGH SCHOOL COUNSELORS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Questions:	Responses:
1. How many students currently participating in the Single Parents, Displaced Homemakers, and Single Pregnant Women Program have you served at your campus?	Total = 2532
2. How many of these students were individuals who were:	
a. handicapped?	Total = 132
b. educational disadvantaged?	Total = 1009
c. economically disadvantaged?	Total = 1204
d. limited English proficient?	Total = 296
e. were participating in an organized program designed to eliminate sex bias/stereotyping in vocational education?	Total = 1040
3. How many of the students at your campus currently in the Single Parents Program which you served were identified as needing "supplementary services" to participate in vocational education?	Total = 817
4. How many of the current single parent students served by you were placed in "preparatory services" ?	Total = 1139
5. How many of the current single parent students served by you participated in or were provided instruction as a result of activities conducted on your campus designed to integrate academic and vocational instruction?	Total = 1290

TABLE 7

Questions:		Responses:
6.	How many students at your campus presently participating in the single Parents Program have an "Individual Education and Career Planning Record" on file in your offices?	Total = 1489
7.	How many of the students reported in question "6" are presently enrolled in an occupational specific vocational program?	Total = 635
8.	During this school year, how many students at your campus participating in the school's Single Parent Program have been provided personal counseling by you?	Total = 1160
9.	How many students at your campus currently in the Single Parent Program have you referred to other state agencies and community based organizations for needed services not available at the school?	Total = 897

TABLE 8

HIGH SCHOOL PRINCIPALS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

PART II

Questions:		Responses:
1.	How many individuals in the service area of your campus are of school age, have not completed school, and are either a single parent or single pregnant teen?	
	a. in-school	Total = 1069
	b. out-of-school	Total = 350
	c. Total	Total = 1434
2.	Does the Single Parent Program for your school district serve two or more campuses?	Yes = 96%
3.	Do you participate in the Single Parent Program Advisory Committee meetings?	Yes = 63%
4.	How many in-school students from your campus applied to participate in the program?	Total = 1508
5.	How many out of school youths served by your campus applied to participate in the program?	Total = 235
6.	How many of the applicants from your campus were provided with a student needs assessment?	Total = 1295
7.	How many of the applicants from your campus were provided with a career interest survey?	Total = 964

TABLE 8

Questions:	Responses:
8. How many of the applicants from your campus were provided with an assessment of occupational aptitudes?	Total = 882
9. How many of the applicants from your campus were:	
a. economically disadvantaged?	Total = 1119
b. academically disadvantaged?	Total = 674
c. handicapped?	Total = 89
d. limited English proficient?	Total = 133
e. foster children?	Total = 6
10. How many of the applicants from your campus had completed grade:	
11?	Total = 453
10?	Total = 511
9?	Total = 464
8 or lower?	Total = 443
11. How many of the students participating in the program on your campus were provided with career guidance and counseling services?	Total = 1114
12. How many of your campus program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 1058
13. How many of the current program participants on your campus are:	
a. economically disadvantaged?	Total = 1711
b. academically disadvantaged?	Total = 535
c. handicapped?	Total = 52
d. limited English proficient?	Total = 132
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 622
f. participating in a vocational program nontraditional to their gender?	Total = 95

TABLE 8

Questions:	Responses:
g. participating in an occupational specific vocational program?	Total = 447
14. Please list the number of students currently participating in the Single Parent Program by age and gender on your campus.	
Number of Males:	
less than 15	Total = 2
15	Total = 5
16	Total = 25
17	Total = 28
18	Total = 32
19	Total = 15
20	Total = 4
Number of Females:	
Less than 15	Total = 28
15	Total = 96
16	Total = 196
17	Total = 269
18	Total = 297
19	Total = 117
20	Total = 39
15. How many of the program participants on your campus are:	
a. Single Parents?	Total = 804
b. Displaced Homemakers?	Total = 57
c. Single Pregnant Women?	Total = 246
16. How many program participants on your campus were provided preparatory services?	Total = 762
17. How many single parent students on your campus who were determined to be a member of special populations were provided with supplementary services?	Total = 689

TABLE 8

Questions:	Responses:
18. How many single parent students on your campus did not have the academic requirements to enroll in an occupational specific program or course?	Total = 61
19. How many single parent students on your campus were enrolled in a parenting skills course?	Total = 946
20. How many of the students currently participating in the single parent program on your campus are:	
a. participating in the program for the first time?	Total = 625
b. participating in a second year of the program?	Total = 290
c. participating in a third year of the program?	Total = 67
d. participating in a fourth year of the program?	Total = 5
21. How many of the single parent students on your campus are provided dependent care services?	Total = 374
22. How many single parent students completing occupational specific courses at your campus were provided with job placement services?	Total = 189
23. If your school conducted a single parent program last year, how many students from your campus participated in the program?	Total = 1465
24. How many of the students who participated in the single parent program last year from your campus:	
a. returned to the program this year?	Total = 462
b. completed school?	Total = 306
c. dropped out of school?	Total = 219
d. are currently employed?	Total = 137
e. married and living with spouse?	Total = 77

TABLE 8

Questions:	Responses:
f. serving in the military?	Total = 14
g. on welfare?	Total = 255
25. Of those students reported in 24-d, how many are employed by companies or agencies that:	
a. provide employees with child care?	Total = 3
b. provide employees with a heath insurance plan?	Total = 54
26. On your campus, students in the Single Parent Program are permitted to participate in occupational specific vocational programs based on criteria that include: (check one of the following)	
a. academic achievement?	Total = 9
b. career interest?	Total = 18
c. occupational aptitudes?	Total = 11
27. On your campus, are attendance costs (supplies, books, and other instructional materials, provided at no cost to students participating in a Single Parent Program?	Yes = 75%

TABLE 9

HIGH SCHOOL VOCATIONAL ADMINISTRATORS' RESPONSES TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

PART II

Questions:	Responses:
1. How many individuals in the service area of your campus are of school age, have not completed school, and are either a single parent or single pregnant teen?	
a. in-school	Total = 1847
b. out-of-school	Total = 361
c. Total	Total = 1427
2. Does the Single Parent Program for your school district serve two or more campuses?	Yes = 84%
3. Do you participate in the Single Parent Program Advisory Committee meetings?	Yes = 81%
4. How many in-school students from your campus applied to participate in the program?	Total = 1512
5. How many out of school youths served by your campus applied to participate in the program?	Total = 314
6. How many of the applicants from your campus were provided with a student needs assessment?	Total = 1459
7. How many of the applicants from your campus were provided with a career interest survey?	Total = 1209

TABLE 9

Questions:	Responses:
8. How many of the applicants from your campus were provided with an assessment of occupational aptitudes?	Total = 1149
9. How many of the applicants from your campus were:	
a. economically disadvantaged?	Total = 1110
b. academically disadvantaged?	Total = 824
c. handicapped?	Total = 77
d. limited English proficient?	Total = 32
e. foster children?	Total = 15
10. How many of the applicants from your campus had completed grade:	
11?	Total = 492
10?	Total = 561
9?	Total = 519
8 or lower?	Total = 401
11. How many of the students participating in the program on your campus were provided with career guidance and counseling services?	Total = 1507
12. How many of your campus program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 1058
13. How many of the current program participants on your campus are:	
a. economically disadvantaged?	Total = 809
b. academically disadvantaged?	Total = 693
c. handicapped?	Total = 80
d. limited English proficient?	Total = 40
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education?	Total = 773

TABLE 9

Questions:	Responses:
f. participating in a vocational program nontraditional to their gender?	Total = 279
g. participating in an occupational specific vocational program?	Total = 627
14. Please list the number of students currently participating in the Single Parent Program by age and gender on your campus.	
Number of Males:	
less than 15	Total = 1
15	Total = 5
16	Total = 21
17	Total = 42
18	Total = 70
19	Total = 14
20	Total = 4
Number of Females:	
Less than 15	Total = 23
15	Total = 128
16	Total = 257
17	Total = 303
18	Total = 283
19	Total = 114
20	Total = 94
15. How many of the program participants on your campus are:	
a. Single Parents?	Total = 994
b. Displaced Homemakers?	Total = 153
c. Single Pregnant Women?	Total = 387
16. How many program participants on your campus were provided preparatory services?	Total = 1030

TABLE 9

Questions:	Responses:
17. How many single parent students on your campus who were determined to be a member of special populations were provided with supplementary services?	Total = 801
18. How many single parent students on your campus did not have the academic requirements to enroll in an occupational specific program or course?	Total = 207
19. How many single parent students on your campus were enrolled in a parenting skills course?	Total = 862
20. How many of the students currently participating in the single parent program on your campus are:	
a. participating in the program for the first time?	Total = 934
b. participating in a second year of the program?	Total = 333
c. participating in a third year of the program?	Total = 109
d. participating in a fourth year of the program?	Total = 67
21. How many of the single parent students on your campus are provided dependent care services?	Total = 482
22. How many single parent students completing occupational specific courses at your campus were provided with job placement services?	Total = 293
23. If your school conducted a single parent program last year, how many students from your campus participated in the program?	Total = 1153

TABLE 9

Questions:	Responses:
24. How many of the students who participated in the single parent program last year from your campus:	
a. returned to the program this year?	Total = 539
b. completed school?	Total = 395
c. dropped out of school?	Total = 235
d. are currently employed?	Total = 306
e. married and living with spouse?	Total = 176
f. serving in the military?	Total = 13
g. on welfare?	Total = 338
25. Of those students reported in 24-d, how many are employed by companies or agencies that:	
a. provide employees with child care?	Total = 7
b. provide employees with a heath insurance plan?	Total = 125
26. On your campus, students in the Single Parent Program are permitted to participate in occupational specific vocational programs based on criteria that include: (check one of the following)	
a. academic achievement?	Total = 9
b. career interest?	Total = 26
c. occupational aptitudes?	Total = 17
27. On your campus, are attendance costs (supplies, books, and other instructional materials, provided at no cost to students participating in a Single Parent Program?	Yes = 81%

ALL RESPONDENTS

Table 10 presents the mean responses of all the individuals who responded to the Part I of the assessment questionnaire that was used to determine the extent to which the required characteristics of a Single Parent, Displaced Homemaker, and Single Pregnant Women Program had been implemented. A review of Table 10 reveals that the responses are similar to and support the responses of the program director's presented previously in Table 1.

TABLE 10

ALL HIGH SCHOOL RESPONDENTS' TO THE ASSESSMENT OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
A-1 An assessment of the school district's population must be made to determine need for the program.	97	5
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	89	5
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	95	5
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	93	5
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	97	5
C-2 Staff training and awareness must be completed.	99	5
C-3 The Marketing Plan must be implemented on a continuous basis.	96	5
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	96	5
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	87	5
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	97	5

TABLE 10

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	95	5
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	93	5
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	99	5
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	93	5
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	99	5
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	100	5
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	97	5
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	99	5
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	100	5

TABLE 10

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	100	5
F-5 Students must be provided information about nontraditional careers.	100	5
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	100	5
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	100	5
G-1 Students must be provided preparatory services as needed.	99	5
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	95	5
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	99	5
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	95	5
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	94	5

TABLE 10

Characteristics:	Percent of Respondents Implementing Characteristic:	Degree of Implementation Minimum = 1 Maximum = 6
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	97	5
H-5 Employability skills training must be provided to students in occupational specific instruction.	97	5
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	96	5
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	99	5
I-1 Evaluative criteria for the program must be stablished.	98	5
I-2 A management information system (MIS) must be maintained by or for the program.	93	5
I-3 The MIS data and evaluation results must be used for decision making.	92	5
I-4 MIS data and evaluation results must be used in program reports.	92	5

IV. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

It was found that all of the required characteristics of a Single Parent, Displaced Homemaker, and Single Pregnant Women Program had been implemented by more than eighty percent of the forty-eight responding programs in the state.

Thirty-one percent of the students who did not return to the programs this year were reported as being on welfare. Twenty-one percent of the students participating in the programs last year dropped out of school. Twenty-two percent of the students who did not return to the programs were reported as being employed.

Conclusions

Based on the presentation of data and the background information provided, the Single Parent, Displaced Homemaker, and Single Pregnant Women Programs are effective in terms of being conducted in accordance to the purposes and intent of the funding authority.

The program is effective on a statewide basis in terms of services provided to students eligible to participate in the program.

Effectiveness in terms of student outcomes could not be determined because standards in terms of student outcomes and program products had not been established. If effectiveness was established on the basis of what would have happened to the students if they were not served by the program, then the program could be rated as effective. Responses from all seventy-eight funded programs were not received since the

programs are not required by the Texas Education Agency to report the data being sought.

Recommendations

The following recommendations are made for consideration by the State Coordinator of Single Parent, Displaced Homemaker, and Single Pregnant Women Program and the Texas State Board of Education:

1. **Establish and use state standards for the funded programs;**

2. **Develop and maintain a reporting system for use in determining the extent which state standards were met and for providing a comparison of the data collected each year for a period of five years; and**

3. **Provide state leadership activities that would assist local schools in obtaining additional resources to support the program.**

APPENDICES

APPENDIX A

RESULTS OF THE DELPHI

Evaluation of Single Parent, Displaced Homemakers, Single Pregnant Women Programs
Delphi Round 2

Delphi Identification of the Required Characteristics of a Single Parent, Displaced Homemakers, Single Pregnant Women Program

To what extent do you agree or disagree that the following characteristics should be required for an occupational preparation program to be classified as being a single parent, displaced homemakers, and single pregnant women instruction program?	Final Round Mean
A-1 An assessment of the school district's population must be made to determine need for the program.	4.33
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	3.33
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	4.67
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	4
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	3.78
C-2 Staff training and awareness must be completed.	5
C-3 The Marketing Plan must be implemented on a continuous basis.	3.67
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	3.56
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	3.78
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/stereotyping in vocational education.	4.11
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	4.78
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	4.89
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	3.78
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	4
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	4.44

BEST COPY AVAILABLE

To what extent do you agree or disagree that the following characteristics should be required for an occupational preparation program to be classified as being a single parent, displaced homemakers, and single pregnant women instruction program?	Final Round Mean
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	4.67
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	4.11
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	4.67
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	4.89
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	4.89
F-5 Students must be provided information about nontraditional careers.	4.22
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	4.33
F-7 An Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	3.89
G-1 Students must be provided preparatory services as needed.	4.67
G-2 Students must be placed (enrolled) in occupation specific programs based on:	
1. Academic Achievements	3.78
2. Career interest; and	4.78
3. Occupational aptitudes.	4.78
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	4.56
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	4.67
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	4.11
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	4.44
H-5 Employability skills training must be provided to students in occupational specific instruction.	4.89
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	4.44

To what extent do you agree or disagree that the following characteristics should be required for an occupational preparation program to be classified as being a single parent, displaced homemakers, and single pregnant women instruction program?	Final Round Mean
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	5
I-1 Evaluative criteria for the program must be established.	4.78
I-2 A management information system (MIS) must be maintained by or for the program.	4.44
I-3 The MIS data and evaluation results must be used for decision making.	4.44
I-4 MIS data and evaluation results must be used in program reports.	4.33

APPENDIX B

QUESTIONNAIRES

University of North Texas

School of Merchandising and
Hospitality Management

April 16, 1993

Dear Program Director:

The University of North Texas has contracted with the Texas Education Agency to determine the effectiveness of Carl Perkins funded Single Parent projects. This assessment is being made to determine the extent of the effectivess of the Carl Perkins funded Single Parent programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) vocational administrators; (2) counselors; (3) campus principals; and (4) directors of Single Parent programs.

Please assist us in conducting the assessment by distributing to and collecting from your staff the enclosed questionnaires. An addressed postage paid envelope is enclosed for your use in returning the completed questionnaires. If possible we would appreciate receiving the completed questionnaire on or before _____ A glossary of terms for gender equity programs and services has been mailed to your administrator of career and applied technology education.

If we have not included enough questionnaires for the proposed respondents of your school, please let me know. Please call me at (817) 565-4032 or Dr. Bill E. Lovelace at (817) 565-4109 if you have any questions about this assessment.

Sincerely,

Jessie Teddlie

P.O. Box 5248 • Denton, Texas 76203-5248

Rationale for the Assessment

The single parents, displaced homemakers, and single pregnant women program in public schools is a state program administered by the Texas Education Agency.

The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

> "(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (2) make grants to eligible recipients for expanding preparatory services and vocational education services and the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;
>
> (4) make prepatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or
>
> (5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support

services, and career counseling."

The State of Texas has assured, in the Texas State Plan for Vocational and Applied Technology Education;

> "7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the state will emphasize assisting individuals with the greatest financial need, and that the state will give special consideration to displaced homemakers who, because of divorce, separation, death, or disability of a spouse, must prepare for paid employment."

The State administrator of Perkins Title II B Programs:

> "(1) shall, on a competitive basis, allocate and distribute to eligible recipients or community-based organizations the amounts reserved under section 102 (a)(2) for carrying out this subpart, ensuring that each grant made under this subpart is for a program that is of sufficient size, scope, and quality to be effective; and
>
> (2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a single parent program. These identified characteristics serve as the criteria for this assessment.

County District Number _____

Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART I

Please check the position which best describes your position with the school:

Administrator/Director of the Single Parent Program ____ Vocational

Administrator ____ Campus Principal ____ Counselor ____

Advisory Committee Member ____ Other (specify) _____

Below are characteristics of a Single Parents, Displaced Homemakers, and Single Pregnant Women Program. Please circle (Y) if the characteristic has been implemented for the program in your school. Circle an (N) if you feel that the characteristic has not been implemented for the program. If you circled (N), go to the next characteristic. If you circled (Y), please rate the degree, on scale of 1 to 5 (one being low and 5 being high), the extent to which you feel the characteristic has been implemented. Next, check under the heading of Yes or No if you were involved in implementing or maintaining the characteristic.

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SNGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

Characteristics:	Implemented:	Degree of Implementation: Minimum Maximum	Were You Involved?
A-1 ...	(Y) N	1 2 (3) 4 5 6	(Y) N
A-2 ...	Y (N)	1 2 3 4 5 6	Y (N)
A-1 An assessment of the school district's population must be made to determine need for the program.	Y N	1 2 3 4 5 6	Y N
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	Y N	1 2 3 4 5 6	Y N
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	Y N	1 2 3 4 5 6	Y N
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	Y N	1 2 3 4 5 6	Y N
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	Y N	1 2 3 4 5 6	Y N
C-2 Staff training and awareness must be completed.	Y N	1 2 3 4 5 6	Y N
C-3 The Marketing Plan must be implemented on a continuous basis.	Y N	1 2 3 4 5 6	Y N
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implemetation Minimum Maximum	Were You Involved?
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	Y N	1 2 3 4 5 6	Y N
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	Y N	1 2 3 4 5 6	Y N
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	Y N	1 2 3 4 5 6	Y N
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	Y N	1 2 3 4 5 6	Y N
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	Y N	1 2 3 4 5 6	Y N
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	Y N	1 2 3 4 5 6	Y N
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	Y N	1 2 3 4 5 6	Y N
F-5 Students must be provided information about nontraditional careers.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	Y N	1 2 3 4 5 6	Y N
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	Y N	1 2 3 4 5 6	Y N
G-1 Students must be provided preparatory services as needed.	Y N	1 2 3 4 5 6	Y N
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	Y N	1 2 3 4 5 6	Y N
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-5 Employability skills training must be provided to students in occupational specific instruction.	Y N	1 2 3 4 5 6	Y N
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	Y N	1 2 3 4 5 6	Y N
I-1 Evaluative criteria for the program must be established.	Y N	1 2 3 4 5 6	Y N
I-2 A management information system (MIS) must be maintained by or for the program.	Y N	1 2 3 4 5 6	Y N
I-3 The MIS data and evaluation results must be used for decision making.	Y N	1 2 3 4 5 6	Y N
I-4 MIS data and evaluation results must be used in program reports.	Y N	1 2 3 4 5 6	Y N

County District Number ____

Campus_____

SURVEY OF THE EFFECTIVENESS OF
SINGLE PARENTS, DISPLACED HOMEMAKERS,
AND SINGLE PREGNANT WOMEN PROGRAMS
IN TEXAS PUBLIC SCHOOLS

To be completed by Program Directors.

Please assist us in determining the status of your program by answering the following questions.

1. How many individuals in the service area of your school are of school age, have not completed school, and are either a single parent or single pregnant teen?
   a. in-school ____
   b. out-of-school ____
   c. Total ____

2. List state agencies (at least two) that are represented on your program Advisory Committee.
   _____
   _____
   _____

3. Does your campus principal participate in your program Advisory Committee meetings? ____Yes ____No

4. How many in-school students applied to participate in the program? ____

5. How many out of school youths applied to participate in the program? ____

6. How many of the applicants were provided with a student needs assessment?
   ____

7. How many of the applicants were provided with a career interest survey? ____

8. How many of the applicants were provided with an assessment of occupational aptitudes? ____

9. How many of the applicants were:
   a. economically disadvantaged? ____
   b. academically disadvantaged? ____

c. handicapped? ____
d. limited English proficient? ____
e. foster children? ____

10. How many of the applicants had completed grade:
11? ____ 10? ____ 9? ____ 8 or lower? ____

11. How many of the students participating in the program were provided with career guidance and counseling services? ____

12. How many of the program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education? ____

13. How many of the current program participants are:
a. economically disadvantaged? ____
b. academically disadvantaged? ____
c. handicapped? ____
d. limited English proficient? ____
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education? ____
f. participating in a vocational program nontraditional to their gender? ____
g. participating in an occupational specific vocational program? ____

14. Please list the number of students currently participating in the Single Parent Program by age and gender.

Age Range:	Number of Males:	Number of Females:
less than 15	____	____
15	____	____
16	____	____
17	____	____
18	____	____
19	____	____
20	____	____

15. How many of the program participants are:
a. Single Parent? ____
b. Displace Homemaker? ____
c. Single Pregnant Women? ____

16. How many program participants were provided preparatory services? ____

17. How many students who were determined to be a member of special populations were provided with supplementary services? ____

18. How many students did not have the academic requirements to enroll in an occupational specific program or course? ____

19. How many students were enrolled in a parenting skills course? ____

20. How many of the students currently participating in the program are:
    a. participating in the program for the first time? ____
    b. participating in a second year of the program? ____
    c. participating in a third year of the program? ____

21. How many of the students were provided dependent care services? ____

22. How many students completing occupational specific courses were provided with job placement services? ____

23. If your school conducted a program last year, how many students participated in the program? ____

24. How many of the students who participated in the program last year:
    a. returned to the program this year? ____
    b. completed school? ____
    c. dropped out of school? ____
    d. are currently employed? ____
    e. married and living with spouse? ____
    f. serving in the military? ____
    g. on welfare? ____

25. Of those students reported in 24-d, how many are employed by companies or agencies that:
    a. provide employees with child care? ____
    b. provide employees with a heath insurance plan? ____

26. Does your school district have a Single/Teen parent Program funded by state funds? Yes____ No____

27. If your school district has a Single/Teen Parent Program funded by the State, how many students are presently being served by the State funded program? ____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Vocational Administrator:

The University of North Texas has contracted with the Texas Education Agency to determine the effectiveness of Carl Perkins funded Single Parent projects. This assessment is being made to determine the extent of the effectivess of the Carl Perkins funded Single Parent Programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) Directors of Single Parent Programs; (2) Vocational Administrators; (3) Counselors; (4) Campus Principals; and (5) Members of the Single Parent program advisory committee.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the enclosed envelope and returning the completed questionnaire to your Single Parent Program director on or before May 12, 1993.

Please call me at (817) 565-4032 or Dr. Bill E. Lovelace at (817) 565-4109 if you have any questions about this assessment.

Sincerely,

Jessie Teddlie, Ph.D.
Project Director

Enc(s): 1

JT/cr

Rationale for the Assessment

The single parents, displaced homemakers, and single pregnant women program in public schools is a state program administered by the Texas Education Agency.

The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

> "(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (2) make grants to eligible recipients for expanding preparatory services and vocational education services and the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;
>
> (4) make prepatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or
>
> (5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support

services, and career counseling."

The State of Texas has assured, in the Texas State Plan for Vocational and Applied Technology Education;

> "7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the state will emphasize assisting individuals with the greatest financial need, and that the state will give special consideration to displaced homemakers who, because of divorce, separation, death, or disability of a spouse, must prepare for paid employment."

The State administrator of Perkins Title II B Programs:

> "(1) shall, on a competitive basis, allocate and distribute to eligible recipients or community-based organizations the amounts reserved under section 102 (a)(2) for carrying out this subpart, ensuring that each grant made under this subpart is for a program that is of sufficient size, scope, and quality to be effective; and
>
> (2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a single parent program. These identified characteristics serve as the criteria for this assessment.

County District Number _____

Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART I

Please check the position which best describes your position with the school:

Administrator/Director of the Single Parent Program ____ Vocational

Administrator ____ Campus Principal ____ Counselor ____

Advisory Committee Member ____ Other (specify) _____

Below are characteristics of a Single Parents, Displaced Homemakers, and Single Pregnant Women Program. Please circle (Y) if the characteristic has been implemented for the program in your school. Circle an (N) if you feel that the characteristic has not been implemented for the program. If you circled (N), go to the next characteristic. If you circled (Y), please rate the degree, on scale of 1 to 5 (one being low and 5 being high), the extent to which you feel the characteristic has been implemented. Next, check under the heading of Yes or No if you were involved in implementing or maintaining the characteristic.

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SNGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

Characteristics:	Implemented:	Degree of Implementation: Minimum Maximum	Were You Involved?
A-1 ...	(Y) N	1 2 (3) 4 5 6	(Y) N
A-2 ...	Y (N)	1 2 3 4 5 6	Y (N)
A-1 An assessment of the school district's population must be made to determine need for the program.	Y N	1 2 3 4 5 6	Y N
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	Y N	1 2 3 4 5 6	Y N
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	Y N	1 2 3 4 5 6	Y N
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	Y N	1 2 3 4 5 6	Y N
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	Y N	1 2 3 4 5 6	Y N
C-2 Staff training and awareness must be completed.	Y N	1 2 3 4 5 6	Y N
C-3 The Marketing Plan must be implemented on a continuous basis.	Y N	1 2 3 4 5 6	Y N
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implemetation Minimum Maximum	Were You Involved?
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	Y N	1 2 3 4 5 6	Y N
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	Y N	1 2 3 4 5 6	Y N
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	Y N	1 2 3 4 5 6	Y N
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	Y N	1 2 3 4 5 6	Y N
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	Y N	1 2 3 4 5 6	Y N
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	Y N	1 2 3 4 5 6	Y N
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	Y N	1 2 3 4 5 6	Y N
F-5 Students must be provided information about nontraditional careers.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	Y N	1 2 3 4 5 6	Y N
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	Y N	1 2 3 4 5 6	Y N
G-1 Students must be provided preparatory services as needed.	Y N	1 2 3 4 5 6	Y N
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	Y N	1 2 3 4 5 6	Y N
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-5 Employability skills training must be provided to students in occupational specific instruction.	Y N	1 2 3 4 5 6	Y N
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	Y N	1 2 3 4 5 6	Y N
I-1 Evaluative criteria for the program must be established.	Y N	1 2 3 4 5 6	Y N
I-2 A management information system (MIS) must be maintained by or for the program.	Y N	1 2 3 4 5 6	Y N
I-3 The MIS data and evaluation results must be used for decision making.	Y N	1 2 3 4 5 6	Y N
I-4 MIS data and evaluation results must be used in program reports.	Y N	1 2 3 4 5 6	Y N

County District Number_____

Campus_____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART II

To be completed by Vocational Administrator.

Please assist us in determining the status of your program by answering the following questions.

1. How many individuals in the service area of your district are of school age, have not completed school, and are either a single parent or single pregnant teen?
   a. in-school _____
   b. out-of-school _____
   c. Total _____

2. Does the Single Parent Program for your school district serve two or more campuses? _____Yes _____No

3. Do you participate in the Single Parent Program Advisory Committee meetings? _____Yes _____No

4. How many in-school students from your district applied to participate in the program? _____

5. How many out of school youths served by your district applied to participate in the program? _____

6. How many of the applicants from your district were provided with a student needs assessment? _____

7. How many of the applicants from your district were provided with a career interest survey? _____

8. How many of the applicants from your district were provided with an assessment of occupational aptitudes? _____

9. How many of the applicants from your district were:
   a. economically disadvantaged? _____

b. academically disadvantaged? ____
c. handicapped? ____
d. limited English proficient? ____
e. foster children? ____

10. How many of the applicants from your district had completed grade:
11? ____ 10? ____ 9? ____ 8 or lower? ____

11. How many of the students participating in the program in your district were provided with career guidance and counseling services? ____

12. How many of your district program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education? ____

13. How many of the current program participants in your district are:
a. economically disadvantaged? ____
b. academically disadvantaged? ____
c. handicapped? ____
d. limited English proficient? ____
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education? ____
f. participating in a vocational program nontraditional to their gender? ____
g. participating in an occupational specific vocational program? ____

14. Please list the number of students currently participating in the Single Parent Program by age and gender in your district.

Age Range:	Number of Males:	Number of Females:
less than 15	____	____
15	____	____
16	____	____
17	____	____
18	____	____
19	____	____
20	____	____

15. How many of the program participants in your district are:
a. Single Parents? ____
b. Displaced Homemakers? ____

c. Single Pregnant Women? _____

16. How many program participants in your district were provided preparatory services? _____

17. How many single parent students in your district who were determined to be a member of special populations were provided with supplementary services? _____

18. How many single parent students in your district did not have the academic requirements to enroll in an occupational specific program or course? _____

19. How many single parent students in your district were enrolled in a parenting skills course? _____

20. How many of the students currently participating in the single parent program in your district are:
    a. participating in the program for the first time? _____
    b. participating in a second year of the program? _____
    c. participating in a third year of the program? _____
    d. participating in a fourth year of the program? _____

21. How many of the single parent students in your district are provided dependent care services? _____

22. How many single parent students completing occupational specific courses in your district were provided with job placement services? _____

23. If your school conducted a single parent program last year, how many students from your district participated in the program? _____

24. How many of the students who participated in the single parent program last year from your district:
    a. returned to the program this year? _____
    b. completed school? _____
    c. dropped out of school? _____
    d. are currently employed? _____
    e. married and living with spouse? _____
    f. serving in the military? _____
    g. on welfare? _____

25. Of those students reported in 24-d, how many are employed by companies or agencies that:
    a. provide employees with child care? _____
    b. provide employees with a heath insurance plan? _____

26. In your district, students in the Single Parents Program are permitted to participate in occupational specific vocational programs based on criteria that include: (check one of the following)
    a. academic achievement? _____
    b. career interest? _____
    c. occupational aptitudes? _____

27. In your district, are attendance costs (supplies, books, and other instructional materials, provided at no cost to students participating in a single parent program? Yes _____ No _____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Counselor:

The University of North Texas has contracted with the Texas Education Agency to determine the effectiveness of Carl Perkins funded Single Parent projects. This assessment is being made to determine the extent of the effectivess of the Carl Perkins funded Single Parent Programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) Directors of Single Parent Programs; (2) Vocational Administrators; (3) Counselors; (4) Campus Principals; and (5) Members of the Single Parent program advisory committee.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the enclosed envelope and returning the completed questionnaire to your Single Parent Program director on or before May 12, 1993.

Please call me at (817) 565-4032 or Dr. Bill E. Lovelace at (817) 565-4109 if you have any questions about this assessment.

Sincerely,

Jessie Teddlie, Ph.D.
Project Director

Enc(s): 1

JT/cr

P.O. Box 5248 • Denton, Texas 76203-5248

Rationale for the Assessment

The single parents, displaced homemakers, and single pregnant women program in public schools is a state program administered by the Texas Education Agency.

The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

> "(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (2) make grants to eligible recipients for expanding preparatory services and vocational education services and the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;
>
> (4) make prepatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or
>
> (5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support

services, and career counseling."

The State of Texas has assured, in the Texas State Plan for Vocational and Applied Technology Education;

> "7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the state will emphasize assisting individuals with the greatest financial need, and that the state will give special consideration to displaced homemakers who, because of divorce, separation, death, or disability of a spouse, must prepare for paid employment."

The State administrator of Perkins Title II B Programs:

> "(1) shall, on a competitive basis, allocate and distribute to eligible recipients or community-based organizations the amounts reserved under section 102 (a)(2) for carrying out this subpart, ensuring that each grant made under this subpart is for a program that is of sufficient size, scope, and quality to be effective; and
>
> (2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a single parent program. These identified characteristics serve as the criteria for this assessment.

County District Number _____

Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART I

Please check the position which best describes your position with the school:

Administrator/Director of the Single Parent Program ____ Vocational

Administrator ____ Campus Principal ____ Counselor ____

Advisory Committee Member ____ Other (specify) _____

Below are characteristics of a Single Parents, Displaced Homemakers, and Single Pregnant Women Program. Please circle (Y) if the characteristic has been implemented for the program in your school. Circle an (N) if you feel that the characteristic has not been implemented for the program. If you circled (N), go to the next characteristic. If you circled (Y), please rate the degree, on scale of 1 to 5 (one being low and 5 being high), the extent to which you feel the characteristic has been implemented. Next, check under the heading of Yes or No if you were involved in implementing or maintaining the characteristic.

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SNGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

Characteristics:	Implemented:	Degree of Implementation: Minimum Maximum	Were You Involved?
A-1 ...	(Y) N	1 2 (3) 4 5 6	(Y) N
A-2 ...	Y (N)	1 2 3 4 5 6	Y (N)
A-1 An assessment of the school district's population must be made to determine need for the program.	Y N	1 2 3 4 5 6	Y N
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	Y N	1 2 3 4 5 6	Y N
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	Y N	1 2 3 4 5 6	Y N
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	Y N	1 2 3 4 5 6	Y N
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	Y N	1 2 3 4 5 6	Y N
C-2 Staff training and awareness must be completed.	Y N	1 2 3 4 5 6	Y N
C-3 The Marketing Plan must be implemented on a continuous basis.	Y N	1 2 3 4 5 6	Y N
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implemetation Minimum Maximum	Were You Involved?
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	Y N	1 2 3 4 5 6	Y N
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	Y N	1 2 3 4 5 6	Y N
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	Y N	1 2 3 4 5 6	Y N
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	Y N	1 2 3 4 5 6	Y N
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	Y N	1 2 3 4 5 6	Y N
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	Y N	1 2 3 4 5 6	Y N
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	Y N	1 2 3 4 5 6	Y N
F-5 Students must be provided information about nontraditional careers.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation (Minimum Maximum)	Were You Involved?
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	Y N	1 2 3 4 5 6	Y N
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	Y N	1 2 3 4 5 6	Y N
G-1 Students must be provided preparatory services as needed.	Y N	1 2 3 4 5 6	Y N
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	Y N	1 2 3 4 5 6	Y N
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
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H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	Y N	1 2 3 4 5 6	Y N
I-1 Evaluative criteria for the program must be established.	Y N	1 2 3 4 5 6	Y N
I-2 A management information system (MIS) must be maintained by or for the program.	Y N	1 2 3 4 5 6	Y N
I-3 The MIS data and evaluation results must be used for decision making.	Y N	1 2 3 4 5 6	Y N
I-4 MIS data and evaluation results must be used in program reports.	Y N	1 2 3 4 5 6	Y N

County District Number _____
Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART II

To be completed by Career Counselors.

1. How many students currently participating in the Single Parents, Displaced Homemakers, and Single Pregnant Women Program have you served at your campus? _____

2. How many of these students were individuals who were:
   a. handicapped? _____
   b. educational disadvantaged? _____
   c. economically disadvantaged? _____
   d. limited English proficient? _____
   e. were participating in an organized program designed to eliminate sex bias/stereotyping in vocational education? _____

3. How many of the students at your campus currently in the Single Parents Program which you served were identified as needing "supplementary services" to participate in vocational education? _____

4. How many of the current single parent students served by you were placed in "prepatory services" ? _____

5. How many of the current single parent students served by you participated in or were provided instruction as a result of activities conducted on your campus designed to integrate academic and vocational instruction? _____

6. How many students at your campus presently participating in the single Parents Program have an "Individual Education and Career Planning Record" on file in your offices? _____

7. How many of the students reported in question "6" are presently enrolled in an occupational specific vocational program? _____

8. During this school year, how many students at your campus participating in the school's Single Parent Program have been provided personal counseling by you?

9. How many students at your campus currently in the Single Parent Program have you referred to other state agencies and community based organizations for needed services not available at the school? _____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Principal:

The University of North Texas has contracted with the Texas Education Agency to determine the effectiveness of Carl Perkins funded Single Parent projects. This assessment is being made to determine the extent of the effectivess of the Carl Perkins funded Single Parent Programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) Directors of Single Parent Programs; (2) Vocational Administrators; (3) Counselors; (4) Campus Principals; and (5) Members of the Single Parent program advisory committee.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the enclosed envelope and returning the completed questionnaire to your Single Parent Program director on or before May 12, 1993.

Please call me at (817) 565-4032 or Dr. Bill E. Lovelace at (817) 565-4109 if you have any questions about this assessment.

Sincerely,

Jessie Teddlie, Ph.D.
Project Director

Enc(s): 1

JT/cr

Denton, Texas 76203-5248

Rationale for the Assessment

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The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

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>
> (2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a single parent program. These identified characteristics serve as the criteria for this assessment.

County District Number _____

Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART I

Please check the position which best describes your position with the school:

Administrator/Director of the Single Parent Program ____ Vocational

Administrator ____ Campus Principal ____ Counselor ____

Advisory Committee Member ____ Other (specify) _____

Below are characteristics of a Single Parents, Displaced Homemakers, and Single Pregnant Women Program. Please circle (Y) if the characteristic has been implemented for the program in your school. Circle an (N) if you feel that the characteristic has not been implemented for the program. If you circled (N), go to the next characteristic. If you circled (Y), please rate the degree, on scale of 1 to 5 (one being low and 5 being high), the extent to which you feel the characteristic has been implemented. Next, check under the heading of Yes or No if you were involved in implementing or maintaining the characteristic.

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SNGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

Characteristics:	Implemented:	Degree of Implementation: Minimum Maximum	Were You Involved?
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A-2 ...	Y (N)	1 2 3 4 5 6	Y (N)
A-1 An assessment of the school district's population must be made to determine need for the program.	Y N	1 2 3 4 5 6	Y N
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	Y N	1 2 3 4 5 6	Y N
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C-3 The Marketing Plan must be implemented on a continuous basis.	Y N	1 2 3 4 5 6	Y N
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implemetation Minimum Maximum	Were You Involved?
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	Y N	1 2 3 4 5 6	Y N
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	Y N	1 2 3 4 5 6	Y N
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	Y N	1 2 3 4 5 6	Y N
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	Y N	1 2 3 4 5 6	Y N
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	Y N	1 2 3 4 5 6	Y N
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	Y N	1 2 3 4 5 6	Y N
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	Y N	1 2 3 4 5 6	Y N
F-5 Students must be provided information about nontraditional careers.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	Y N	1 2 3 4 5 6	Y N
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	Y N	1 2 3 4 5 6	Y N
G-1 Students must be provided preparatory services as needed.	Y N	1 2 3 4 5 6	Y N
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	Y N	1 2 3 4 5 6	Y N
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-5 Employability skills training must be provided to students in occupational specific instruction.	Y N	1 2 3 4 5 6	Y N
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	Y N	1 2 3 4 5 6	Y N
I-1 Evaluative criteria for the program must be established.	Y N	1 2 3 4 5 6	Y N
I-2 A management information system (MIS) must be maintained by or for the program.	Y N	1 2 3 4 5 6	Y N
I-3 The MIS data and evaluation results must be used for decision making.	Y N	1 2 3 4 5 6	Y N
I-4 MIS data and evaluation results must be used in program reports.	Y N	1 2 3 4 5 6	Y N

County District Number ____

Campus_____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART II

To be completed by Campus Principals.

Please assist us in determining the status of your program by answering the following questions.

1. How many individuals in the service area of your campus are of school age, have not completed school, and are either a single parent or single pregnant teen?
   a. in-school ____
   b. out-of-school ____
   c. Total ____

2. Does the Single Parent Program for your school district serve two or more campuses? ____Yes ____No

3. Do you participate in the Single Parent Program Advisory Committee meetings? ____Yes ____No

4. How many in-school students from your campus applied to participate in the program? ____

5. How many out of school youths served by your campus applied to participate in the program? ____

6. How many of the applicants from your campus were provided with a student needs assessment? ____

7. How many of the applicants from your campus were provided with a career interest survey? ____

8. How many of the applicants from your campus were provided with an assessment of occupational aptitudes? ____

9. How many of the applicants from your campus were:
   a. economically disadvantaged? ____

b. academically disadvantaged? ____
c. handicapped? ____
d. limited English proficient? ____
e. foster children? ____

10. How many of the applicants from your campus had completed grade:
11? ____ 10? ____ 9? ____ 8 or lower? ____

11. How many of the students participating in the program on your campus were provided with career guidance and counseling services? ____

12. How many of your campus program participants were involved in activities designed to eliminate sex bias/stereotyping in vocational education? ____

13. How many of the current program participants on your campus are:
a. economically disadvantaged? ____
b. academically disadvantaged? ____
c. handicapped? ____
d. limited English proficient? ____
e. participating in activities designed to eliminate sex bias/stereotyping in vocational education? ____
f. participating in a vocational program nontraditional to their gender? ____
g. participating in an occupational specific vocational program? ____

14. Please list the number of students currently participating in the Single Parent Program by age and gender on your campus.

Age Range:	Number of Males:	Number of Females:
less than 15	____	____
15	____	____
16	____	____
17	____	____
18	____	____
19	____	____
20	____	____

15. How many of the program participants on your campus are:
a. Single Parents? ____
b. Displaced Homemakers? ____

c. Single Pregnant Women? _____

16. How many program participants on your campus were provided preparatory services? _____

17. How many single parent students on your campus who were determined to be a member of special populations were provided with supplementary services? _____

18. How many single parent students on your campus did not have the academic requirements to enroll in an occupational specific program or course? _____

19. How many single parent students on your campus were enrolled in a parenting skills course? _____

20. How many of the students currently participating in the single parent program on your campus are:
    a. participating in the program for the first time? _____
    b. participating in a second year of the program? _____
    c. participating in a third year of the program? _____
    d. participating in a fourth year of the program? _____

21. How many of the single parent students on your campus are provided dependent care services? _____

22. How many single parent students completing occupational specific courses at your campus were provided with job placement services? _____

23. If your school conducted a single parent program last year, how many students from your campus participated in the program? _____

24. How many of the students who participated in the single parent program last year from your campus:
    a. returned to the program this year? _____
    b. completed school? _____
    c. dropped out of school? _____
    d. are currently employed? _____
    e. married and living with spouse? _____
    f. serving in the military? _____
    g. on welfare? _____

25. Of those students reported in 24-d, how many are employed by companies or agencies that:
    a. provide employees with child care? _____
    b. provide employees with a heath insurance plan? _____

26. On your campus, students in the Single Parent Program are permitted to participate in occupational specific vocational programs based on criteria that include: (check one of the following)
    a. academic achievement? _____
    b. career interest? _____
    c. occupational aptitudes? _____

27. On your campus, are attendance costs (supplies, books, and other instructional materials, provided at no cost to students participating in a Single Parent Program? Yes _____ No _____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Advisory Committee Member:

The University of North Texas has contracted with the Texas Education Agency to determine the effectiveness of Carl Perkins funded Single Parent projects. This assessment is being made to determine the extent of the effectivess of the Carl Perkins funded Single Parent Programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) Directors of Single Parent Programs; (2) Vocational Administrators; (3) Counselors; (4) Campus Principals; and (5) Members of the Single Parent program advisory committee.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the enclosed envelope and returning the completed questionnaire to your Single Parent Program director on or before May 12, 1993. It is very important that each contact person fills out the survey as to their knowledge and opinions in order for this assessment to provide specific results.

Please call me at (817) 565-4032 or Dr. Bill E. Lovelace at (817) 565-4109 if you have any questions about this assessment.

Sincerely,

Jessie Teddlie, Ph.D.
Project Director

Enc(s): 1

JT/cr

P.O. Box 5248 • Denton, Texas 76203-5248
817/565-4100 • FAX 817/565-4438 • TDD 800-735-2989

Rationale for the Assessment

The single parents, displaced homemakers, and single pregnant women program in public schools is a state program administered by the Texas Education Agency.

The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

> "(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (2) make grants to eligible recipients for expanding preparatory services and vocational education services and the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;
>
> (4) make prepatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or
>
> (5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support

services, and career counseling."

The State of Texas has assured, in the Texas State Plan for Vocational and Applied Technology Education;

> "7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the state will emphasize assisting individuals with the greatest financial need, and that the state will give special consideration to displaced homemakers who, because of divorce, separation, death, or disability of a spouse, must prepare for paid employment."

The State administrator of Perkins Title II B Programs:

> "(1) shall, on a competitive basis, allocate and distribute to eligible recipients or community-based organizations the amounts reserved under section 102 (a)(2) for carrying out this subpart, ensuring that each grant made under this subpart is for a program that is of sufficient size, scope, and quality to be effective; and
>
> (2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a single parent program. These identified characteristics serve as the criteria for this assessment.

County District Number _____

Campus _____

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

PART I

Please check the position which best describes your position with the school:

Administrator/Director of the Single Parent Program ____ Vocational

Administrator ____ Campus Principal ____ Counselor ____

Advisory Committee Member ____ Other (specify) _____

Below are characteristics of a Single Parents, Displaced Homemakers, and Single Pregnant Women Program. Please circle (Y) if the characteristic has been implemented for the program in your school. Circle an (N) if you feel that the characteristic has not been implemented for the program. If you circled (N), go to the next characteristic. If you circled (Y), please rate the degree, on scale of 1 to 5 (one being low and 5 being high), the extent to which you feel the characteristic has been implemented. Next, check under the heading of Yes or No if you were involved in implementing or maintaining the characteristic.

SURVEY OF THE EFFECTIVENESS OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SNGLE PREGNANT WOMEN PROGRAMS IN TEXAS PUBLIC SCHOOLS

Characteristics:	Implemented:	Degree of Implementation: Minimum Maximum	Were You Involved?
A-1 ...	(Y) N	1 2 (3) 4 5 6	(Y) N
A-2 ...	Y (N)	1 2 3 4 5 6	Y (N)
A-1 An assessment of the school district's population must be made to determine need for the program.	Y N	1 2 3 4 5 6	Y N
A-2 The school principal, the Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community organizations must be represented in the initial planning of the program.	Y N	1 2 3 4 5 6	Y N
B-1 The Program must be planned, conducted, and evaluated using an Advisory Committee.	Y N	1 2 3 4 5 6	Y N
B-2 The Advisory Committee membership includes representatives of the campus(es) principal(s), Department of Human Services (Client Self Support Services), JTPA Service Delivery Areas, and relevant community-based organizations.	Y N	1 2 3 4 5 6	Y N
C-1 A marketing plan which addresses both in-school and out-of-school potential eligible students must be developed and implemented.	Y N	1 2 3 4 5 6	Y N
C-2 Staff training and awareness must be completed.	Y N	1 2 3 4 5 6	Y N
C-3 The Marketing Plan must be implemented on a continuous basis.	Y N	1 2 3 4 5 6	Y N
C-4 Public media and relevant community organizations must be used in the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
C-5 The program advisory committee assists in the development and evaluation of the Marketing Plan.	Y N	1 2 3 4 5 6	Y N
D-1 Staff working with students participating in single parent programs participate in local inservice activities designed to integrate academic and vocational instruction and those designed to eliminate sex bias/ stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implemetation Minimum Maximum	Were You Involved?
D-2 Staff responsible for the administration of single parent programs are encouraged and provided the opportunity to participate in professional improvement activities that can increase the effectiveness of single parent programs and are conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
D-3 Staff providing student services to the participants of single parent programs are encouraged and provided the opportunity to participate in inservice professional improvement activities conducted by or approved by the Texas Education Agency.	Y N	1 2 3 4 5 6	Y N
E-1 Intake procedures must be used that will assure that eligible students with the greatest financial need will be served.	Y N	1 2 3 4 5 6	Y N
E-2 Student assessments must be conducted to determine if a student qualifies as a member of "special populations" other than by being economically disadvantaged.	Y N	1 2 3 4 5 6	Y N
E-3 Student assessments for support services must be conducted to determine student needs for preparatory services (educational and career planning).	Y N	1 2 3 4 5 6	Y N
E-4 Student assessments must be conducted to determine the needs of students for support services such as child care, income assistance, health care, and transportation.	Y N	1 2 3 4 5 6	Y N
F-1 Students must be provided opportunities to participate in activities designed to eliminate sex bias and sex stereotyping in vocational education.	Y N	1 2 3 4 5 6	Y N
F-2 Career assessments (career interest and occupational aptitude assessments) must be used to assist students in selecting a career pathway.	Y N	1 2 3 4 5 6	Y N
F-3 In addition to being informed of available occupational preparation courses, students must be informed of available courses that develop parenting skills.	Y N	1 2 3 4 5 6	Y N
F-4 Students must be provided information about vocational education programs, related support services, and career counseling.	Y N	1 2 3 4 5 6	Y N
F-5 Students must be provided information about nontraditional careers.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
F-6 Students must be assisted in developing an Individual Education and Career Plan for achieving a high school diploma, post-secondary certificate or associate degree.	Y N	1 2 3 4 5 6	Y N
F-7 An Individual Education and Career Plan must be developed that assures each student will have the opportunity to participate in a coherent sequence of courses which would result in the development of marketable skills.	Y N	1 2 3 4 5 6	Y N
G-1 Students must be provided preparatory services as needed.	Y N	1 2 3 4 5 6	Y N
G-2 Students must be placed (enrolled) in occupational specific programs based on: 1. Academic achievements; 2. Career interest; and 3. Occupational aptitudes.	Y N	1 2 3 4 5 6	Y N
H-1 Dependent care must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-2 Transportation services must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-3 Attendance costs (supplies, books, and other instructional materials) must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-4 Personal Counseling must be provided to students participating in preparatory service or occupational preparation (vocational) programs when needed and within available resources.	Y N	1 2 3 4 5 6	Y N
H-5 Employability skills training must be provided to students in occupational specific instruction.	Y N	1 2 3 4 5 6	Y N
H-6 Counseling (including referrals) and instructional services designed to facilitate the transition of the student from school to post-school employment and career opportunities or additional education must be provided.	Y N	1 2 3 4 5 6	Y N

Characteristics	Implemented	Degree of Implementation Minimum Maximum	Were You Involved?
H-7 Students must be referred to other state agencies and community based organizations when needed services are not available at the school.	Y N	1 2 3 4 5 6	Y N
I-1 Evaluative criteria for the program must be established.	Y N	1 2 3 4 5 6	Y N
I-2 A management information system (MIS) must be maintained by or for the program.	Y N	1 2 3 4 5 6	Y N
I-3 The MIS data and evaluation results must be used for decision making.	Y N	1 2 3 4 5 6	Y N
I-4 MIS data and evaluation results must be used in program reports.	Y N	1 2 3 4 5 6	Y N

APPENDIX C

MODEL

Draft 2/8/93

A MODEL FOR EVALUATING SINGLE PARENT, DISPLACED HOMEMAKER, AND SINGLE PREGNANT WOMEN PROGRAMS

University of North Texas

June 1993

A MODEL FOR EVALUATING SINGLE PARENT, DISPLACED HOMEMAKER, AND SINGLE PREGNANT WOMEN PROGRAMS

Prepared for
The Texas Education Agency

by
Jessie Teddlie

School of Merchandising and Hospitality Management
University of North Texas

June 1993

I. Introduction

During the past forty years the national cost of education has increased at a rate three times as fast as the Gross National Product. With educational and training enrollment increasing more rapidly than the population, the cost per student is increasing faster than the appraised value of taxable property. In addition to the present trends of education for all three has been a significant effort made to recover a large population of individuals who have dropped out of the educational process at an early age and those individuals who must be upgraded in order maintain their present position in the workplace. These trends lead to rapidly increasing taxes for education at the local, state, and federal level.

With growing demand for additional resources for education and taxpayers reluctance to provide more funds brings about the need for accountability. Educators can no longer afford to make plans and set objectives without taking into consideration the need for accountability to demonstrate to the funding source that the funding source is receiving a quality product for the funds provided.

Efforts have been made at the local, state, and national level to design performance accountability systems. In the summer of 1987, the U.S. Department of Education initiated a series of studies and work groups to address the problem of accountability in education. The creation of responsible and responsive accountability systems was assigned to the Office of Educational Research and Improvement (OERI) of the U.S.D.O.E., by the Secretary of Education. A study group was created to address the problem of accountability. The Report of the OERI State Accountability Study Group was completed in the fall of 1988.

The study group not only reviewed the need and process for designing an accountability system, they also studied the role of state and federal agencies in providing oversight or technical assistance in developing and implementing accountability systems. The OERI reports stated: "Inherent in the concept of accountability is the notion of oversight — monitoring to ensure that public monies are spent in ways that produce acceptable levels of education performance." Monitoring, as used in relation to accountability, is different than the use of monitoring for compliance. Monitoring or oversight for educational programs or projects conducted under grant or contract has included technical assistance to the local project manager by the federal project program officer or by a state staff advisor.

Past research and experience clearly demonstrates the need for focused technical assistance. It has been determined that the relative effectiveness of different forms of assistance, when tied to accountability and performance, is still largely unknown. It was concluded by the OERI study group that: "If state recognition of performance rests upon an application process, the state agency should offer technical assistance...." This would be especially true when a local community college has set its own goals and performance measures for the delivery of a specified product or service.

The Perkins Act (PL 101-392) mandates accountability by requiring recipients of Title II C funds to evaluate themselves on an annual basis using performance measures and standards established by the State Board for Vocational Education. If the results of the local evaluation indicates that local programs are not making sufficient progress in meeting the standard established by the State, the local recipients of Perkins funds are

required to develop and implement a plan for the improvement of the program(s).

The state agency responsible for the administration of Perkins funds also has an implied responsibility of accountability for State programs and leadership activities designed to improve local programs on a statewide basis. This accountability can be achieved by formative evaluation or assessment.

The single parent, displaced homemaker, and single pregnant women program in public schools is a state program administered by the Texas Education Agency.

The purpose of the program is to provide participating single parents, displaced homemakers, or single pregnant women with marketable employment skills. Program funds may be used only to:

> "(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (2) make grants to eligible recipients for expanding preparatory services and vocational education services and the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;
>
> (3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

(4) make prepatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or

(5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling."

The State administrator of Perkins Title II B Programs:

"(1) shall, on a competitive basis, allocate and distribute to eligible recipients or community-based organizations the amounts reserved under section 102 (a)(2) for carrying out this subpart, ensuring that each grant made under this subpart is for a program that is of sufficient size, scope, and quality to be effective; and

(2) shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds under this subpart of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section 111(b)(1)(L)."

The State of Texas has assured, in the Texas State Plan for Vocational and Applied Technology Education;

"7. In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221, the state will emphasize assisting individuals with the greatest financial need, and that the state will give special consideration to displaced homemakers who, because of divorce, separation, death, or disability of a spouse, must prepare for paid employment."

Since core measures and standards have not been developed specifically for this program by the Committees of Practitioners, evaluation criteria must be developed using the program purpose and "use of funds" prescribed by PL 101-392.

II. The Evaluation Process

Evaluation is the collection and reporting of data that can be used in making decisions for planning and determining accountability. Evaluation is a process that is designed to provide information in a formative or summative mode for management decisions. The primary focus of formative evaluation (assessment) in education is to determine for planning purposes the status of an educational system or a specific component or process within an educational system.

Formative evaluation or assessment is normally done by collecting data that are quantitative. The assessment is conducted to gather specified information about status and comparing the findings or analyzed status information with predetermined goals, objectives, or characteristics program, component, or process being assessed.

An assessment program or project must include a process for "discrepancy analysis" which will pinpoint the specific purpose for which the assessment is made. The analysis of information collected by the formative evaluation or assessment must be able to identify "what is" and compare the "what is" to the "what should be" or desired status that is described by characteristics or measures of prestated goals and objectives.

In the development and implementation of an assessment activity or program, the planners must define their terms very carefully and specify the purposes of the assessment to be conducted. Before any assessment activities are planned, there are two important assumptions that should be considered.

<u>One assumption</u> that can be made is that the planned assessment can obtain information that is needed and has not been compiled and is not readily available

elsewhere. Therefore, the question that becomes important for a specific assessment project is: "Has a methodology been developed and proven to produce the specific information that the proposed assessment project is expected to obtain?"

The second assumption which can be made is that the information obtained by the assessment can and will be used by the decision makers to improve the educational component or process being assessed. The ultimate design of any assessment is dependent upon the specific purpose of the assessment.

Summative evaluation or product evaluation is the best type of evaluation to determine accountability of an occupational preparation program. The types of information collected by product or summative evaluation include:

- student outcomes or achievements as they relate to program standards and objectives
- measures of student progress and outcomes as they relate program standards and instructional objectives

Information collected and analyzed from product evaluation is used primarily to determine if a program should be continued, terminated, or modified. Since one of the decisions that can be made from product evaluation is "modify" the program, process evaluation information should be included in the summative or product evaluation plan.

The requirement for an annual evaluation at the local level by Perkins implies that the evaluation is to be continuous. Therefore, information on measures of student progress will be as important to the local annual evaluation as information on program standards or student outcomes will be in determining program accountability.

The need for including process information in the evaluation plan is emphasized by Alan Ginsburg, who stated:

> *One criticism was that evaluators showed a preoccupation with measuring overall program impacts, particularly test score changes, while achievement outcomes are important, they don't tell the whole story. "Black box" evaluations that ignore program processes are particularly frustrating in that, by themselves, they fail to indicate how to improve poorly performing programs.*[1]

---

[1]Ginsburg, Alan et al, Reinvigorating Program Evaluation at the U.S. Department of Education, EDUCATIONAL RESEARCHER, Vol.21, Number 3, April 1992

III. Evaluation Models

The RFA for this project only required the development of a statewide evaluation process or model for determining the extent to which Single Parent, Displaced Homemaker, and Single Pregnant Women Programs had been implemented in all public community and technical colleges in Texas. The statewide evaluation process (model) or assessment was developed for the purposes of collecting information that could be used by the staff of the Texas Education Agency in determining what state leadership activities or technical assistance should be provided to the community and technical colleges for a statewide implementation of a Single Parent, Displaced Homemaker, and Single Pregnant Women Program.

Concurrent with need for a statewide assessment process there is also a need for an evaluation process or model that can be used at the local institution level to determine the effectiveness of single parent, displaced homemaker, and single pregnant women programs. The contractor, University of North Texas, proposed, in addition to the state assessment process, to develop a conceptual evaluation model to be used at the institutional level.

The components of the two models are described below:

Statewide Assessment	**Local Evaluation**
• Establish purpose of assessment	• Establish purpose of evaluation
• Assessment Committee	• Evaluation steering committee
• Establish standards for Single Parent, Displaced Homemaker, and Single Pregnant Women Programs	• Select evaluation criteria
	• On-site visits

- Establish assessment criteria
- Develop and mail questionnaires to administrators and faculty
- Compile and analyze responses
- Perform discrepancy analysis
- Identify strategies and resources to be provided by the state to local institutions for the improvement of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs
- Steering committee meetings
- Conduct interviews with students, faculty, and administrators
- Survey students, faculty, and employers
- Analyze findings
- Report results of evaluation with recommendations for improvement

Model for Statewide Assessment

1. Establish purpose of the assessment

   The purpose of this assessment is to determine the extent to which Single Parent, Displaced Homemaker, and Single Pregnant Women Programs technical/vocational education programs have been implemented in all public secondary schools.

2. Assessment Committee

   For the purpose of the statewide assessment, a project advisory committee was created and is being used.

3. Establish Standards for Single Parent, Displaced Homemaker, and Single Pregnant Women Programs

   Any evaluation must be done in relation to stated goals, objectives, or standards. Since goals, objectives, or standards for single parent, displaced homemaker, and single pregnant women programs had not been established by the Texas Education Agency, it became the responsibility of the evaluator to establish characteristics for which evaluative criteria could be developed. The evaluator, the University of North Texas did not feel that it had the prerogative of establishing standards for the State. Therefore, it was decided to establish characteristics of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs that could be used to develop or serve as evaluation criteria for the project.

   The characteristics were identified with the assistance of the evaluation committee (project advisory committee). The identified characteristics were used in a Delphi

study to determine the required characteristics of a Single Parent, Displaced Homemaker, and Single Pregnant Women Program for this study.

4. Establish assessment criteria

   The characteristics determined by the Delphi will serve as the assessment criteria for this assessment.

5. Develop and mail questionnaires to administrators and faculty

   (Components 4 through 7 of the conceptual model provides an outline for the plan for piloting the model). The assessment criteria (characteristics) will be used on the survey questionnaire to collect quantitive data.

6. Compile and analyze response

   Responses to the survey questionnaires will be entered into computer storage when received. When all questionnaires are returned, a computer analysis will be made of the responses.

7. Perform discrepancy analysis

   Following the analysis of the response, a discrepancy analysis will be made. The algorithm for the discrepancy analysis is:

   WHAT SHOULD BE ± WHAT IS = DISCREPANCY
   (goals and objectives) (present condition)

   Since goals and objectives have not been specifically stated by the Texas Education Agency the characteristics of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs established by the Delphi will serve as "What Should Be." The present condition of "What Is" will be the findings of the

assessment. The "Discrepancy" will be the difference between a 100 percent implementation and the results of the assessment.

8. Identify strategies and resources and make recommendations to the Texas Education Agency for the increased implementation of single parent, displaced homemaker, and single pregnant women programs on a statewide basis

Model for Local Evaluation

1. Establish purpose of evaluation

Most evaluations are conducted to determine program effectiveness in terms of the purpose of the program. The purpose of the program defines the expectations of the program in terms of use of funds, populations to be served, and services or products to be provided to the populations being served.

If the purpose of the local evaluation is to determine the extent to which a single parent, displaced homemaker, and single pregnant women programs system has been implemented, the institution should use the state assessment model. The only exception in using the state assessment model at the institutional level is the survey procedure. At the institutional level, both surveys and interviews should be conducted with students, faculty, and administrators.

2. Evaluation steering committee

The steering committee should be composed of persons representatives of those groups affected by the single parent, displaced homemaker, and single pregnant women programs: faculty, administrators, business and industry, and when appropriate, students. The normal role of the steering committee is to assist and advise in the evaluation process and to make recommendations to the appropriate administrative body based on the findings of the evaluation. For the annual local evaluation, the steering committee may also serve as the evaluators of the program(s). Specifically the steering committee should address the following questions in developing the evaluation plan or scope of works to be performed:

1. Purpose:

   a. Is the evaluation being conducted to demonstrate accountability of the program(s) to the public for specified outcomes and results?

   b. Is the evaluation being conducted to determine the need for improvement of institutional procedures and activities?

2. What program is to be evaluated?

3. Types of evaluation:

   a. Will the evaluation be internal or external?

   b. Will there be active or passive involvement by college personnel?

4. Evaluators:

   a. Who is to conduct the evaluation?

   b. What will be the roles and responsibilities of the evaluators?

   c. To what extent will there be an emphasis on formal evaluation designs using control groups and multiple criteria for measuring change?

5. What types of information are to be collected for each evaluative criterion, program standard, or measure?

6. Inquiring methods:

   a. What will be the emphasis on documents analysis, interviews, surveys?

   b. What will be the emphasis on observation?

7. What will be the emphasis on quantitive and qualitative analysis of data collected?

8. Who are the targeted audiences for the dissemination of the evaluation results?

3. Selection of evaluation criteria

Perkins (PL 101-392) provides a very good design for accountability using annual evaluations. Perkins requires that applicants for Perkins funds "describe the program evaluation standards the applicant will use to measure its progress." Perkins requires that each recipient of financial assistance under part C of title II shall evaluate the effectiveness of the program(s) based on the core standards and measures established by the state agency administering the Perkins funds.

The institution receiving Perkins funds must annually evaluate its technical/ vocational programs in terms of:

1. Progress
2. Effectiveness
3. Core standards and measures established by the Texas Education Agency. The local institution has the prerogative of using additional standards and measures which they feel will assist the institution in better meeting the goals of the institution, the needs of students, and the needs of business and industry to be more competitive in the world economy.

It is suggested that the core standards and performance measures established by the State be used in developing evaluation criteria for determining program effectiveness.

It will be the responsibility of the local institutions to develop evaluation criteria or measures and standards for evaluating or measuring progress.

A "Measure" as defined by Perkins is "a description of an outcome." A "Standard" as defined by Perkins is "the level or rate of an outcome."

The word "outcome" as defined in WEBSTER'S DICTIONARY means

"something that follows as a result or consequence." The EDUCATIONAL DICTIONARY, 1973, defines "outcome" as "change in behavior resulting from learning; not to be confused with objective, which is a desired result."

If by definition an outcome is something that follows as a result or consequence, then a measure as defined by Perkins must be written in performance terms if it is to be used in evaluating progress or effectiveness. In developing criteria for summative evaluation of single parent, displaced homemaker, and single pregnant women technical programs, it is recommended that both process evaluation and product evaluation be used in determining both progress and effectiveness of the program.

Measures and standards for progress evaluation may be written for program and students in conducting the evaluation. Therefore, using Perkins definitions, the outcome or measure should be written in terms of what is expected of: (1) the students in relation to progress or competency attainment or (2) the program in relation to goals and objectives.

There are several areas or components that should be considered when developing local standards and measures for evaluating progress of students in a single parent, displaced homemaker, and single pregnant women technical program. In most cases, local standards and measures will relate to students progress. However, there are other components that affect students progress and should be considered in the selection of the evaluation criteria.

One of the institutional components that indirectly affect student progress or outcomes is student readiness to benefit from and achieve in the instructional program. Students who enter a program may not be routinely tested for communication, computational, and other skills that are prerequisites for the program or sequential courses of the program. These pre-enrollment assessments are necessary to ensure that each student is counseled in relation to academic achievements required by the program. The preliminary assessments are also needed to make instructors aware of special needs of students for remediation early in the course. The students performances on a preassessment should establish the criteria for placement in the selected sequence of courses of the program.

Other components or areas that should be considered when developing evaluation standards and measures for progress evaluation include:

- Student orientation
- Instructional procedures
- Instructor role
- Competency exams
- Progress records
- Staff development
- Curriculum development
- Program Advisory Committees
- Community relations

Evaluation based on student outcomes or achievement alone will not provide the information needed for making program improvements. Process information about the components that influence students progress should be included in the evaluation criteria.

4. On - site visits

On-site visits should be made of the program(s) to obtain data by observation and interview. On-site visits made by local evaluation may be formal in nature on a scheduled basis or on an unscheduled "drop-in" basis. The unscheduled on-site visits must comply with all of the institutional policies and procedures for visitation.

5. Steering committee meetings

After the steering committee has been created by appointment, someone other than an administrator should be selected to chair the committee. It will then be the responsibility of the chair to ensure that:

- The committee has a published schedule of meetings and agenda items
- The committee has appropriate representative membership
- The plan or purpose of work for the evaluation is agreed upon by the committee; and
- Minutes of the meetings are available for review

6. Conduct interviews with students, faculty, and administrators

All of the data that needs to be collected during the evaluation cannot be effectively obtained by questionnaires. Information that is pertinent to the

evaluation cannot always be obtained by the use of a "forced choice" on a survey form. Structured interviews should be developed and conducted to collect such desirable and useful data. The structured interviews may be conducted in person and/or by telephone.

7. Survey students, faculty, and employers

A major task in surveying for information is the selection or development of survey instruments appropriate for the data to be collected. Two factors related to this task are the: (1) selected standards and measures associated with people, program(s), and organizational structure, which are the sources for data collection; and (2) format of the instruments appropriate for specific information required for evaluation. Surveying involves the procedures of collecting and recording data. As a minimum, collection, procedures include:

1. Observation — Educational researchers use direct observation to study or obtain information about the behaviors and interactions of students and faculty within the education environment.

2. Questioning — Questioning is a means of collecting information by asking individuals about the measures being used in the evaluation. Questioning may also be used to determine knowledge about instructional content, processes, products, and perceptions.

3. Documentary Analysis — This data collection procedure focuses on activities that have occurred prior to the evaluation being conducted. Documents that may be used for sources of data in educational evaluation include: local, state, and federal reports; student records; class records; and program records.

After the data collection procedures have been determined for the survey instrument format, then the type of recording procedure must be selected. Data

to be collected for each measure or survey item may be recorded descriptively or numerically. Data recorded by description are qualitative and no attempt is made to assign a value to the properties described.

Numerically recorded or defined data requires the assignment of numerical values to each measure or statement on the survey form. Numerical values are determined through measurement using some type of scale with specific definitions of the scale.

The survey instruments may be designed using a single collection procedure and a single recording procedure. The instruments may be designed to use any combination of the three collection procedures and the two recordings procedures described above.

The survey procedures and formats previously described may be used to collect and analyze: instructional materials and procedures; students progress and attainment of competencies, populations served, and other program records and documents.

8. Analyze findings

The term "analysis" may be used in at least two different ways when referring to findings of the evaluation study. "Computer analysis" is the performance of mathematical and statistical procedures for the treatment of numerical data. The "visual analysis" of findings is performed by a review of all of the compiled data that are recorded for purposes of interpretation. The data collected and reported by the established measures (evaluative criteria) are compared with the

established standards for the program or student progress and competency achievement.

Basically the analysis of the findings for program evaluation follows the procedure of discrepancy analysis. The discrepancy analysis shows the difference in "what is" and the established "what should be."

If mathematical/statistical procedures are to be performed on the data collected by a survey instrument, the procedures should be selected prior to finalization of the format of the survey form.

9. Reporting evaluation results

The design of the report should be completed prior to any data collection. The design of the report may influence the type of data to be collected and how data are collected. The report should:

- Address the purpose of the evaluation;
- Have a format that is directed to the targeted audience(s);
- Present the results or findings of the evaluation in an attractive and informative display, and with a narrative that is clear and easily understood by the intended audience; and
- Include a section on conclusions and recommendations.

It is recommended that an executive summary of the report be developed for dissemination to certain audiences. The executive summary should be of no more than ten pages in length and list the key findings and recommendations stated in the report.

Oral reports, especially when presented with professionally prepared transparencies, can highlight the key findings, conclusions, and recommendations. The oral report provides an opportunity for immediate feedback. It also provides the opportunity for clarifications in response to questions from the audience and positive public relations that result from personal interchanges of information.

APPENDIX D

THIRD PARTY EVALUATOR'S REPORT

Evaluation of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs in Texas Public Schools

Third-Party Evaluator's Report

Documents relating to the project "Evaluation of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs" have been thoroughly reviewed in the following areas: purpose, project goals and objectives, performance measures and timelines, project products, and project impact. The project has also been reviewed for the purpose of evaluation in terms of project installation, process, and products. Information for this evaluation was obtained through attendance at two of the Project Advisory Committee (PAC) meetings and through interviews of the project staff as well as the PAC members. Interim reports, which included project products and minutes of the PAC meetings were reviewed to determine the achievement of the project objectives in relation to the evaluation stages as proposed.

Purpose. The project, "Evaluation of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs", was designed to conduct a statewide assessment of single parents, displaced homemakers, and single pregnant women programs, services and activities in secondary vocational education. The goal of the project proposed by the University of North Texas was to evaluate (assess) previously funded projects (funded under Section 221 of the Perkins Act) to provide marketable skills to Single Parents, Displaced Homemakers, and Single Pregnant Women.

The assessment or determination of effectiveness included the degree to which students have participated in vocational programs, have been provided needed support and supplemental services, and have entered into employment in occupations that are nontraditional in their gender.

The objectives of the project included: (1) an assessment of the extent to which previously funded vocational and applied technology education single parent, displaced homemakers and single pregnant women programs, services, and activities have met the needs of eligible students at the secondary level to acquire marketable skills; and (2) the development of a model or system

which could be replicated or adopted by school systems to evaluate the degree and quality of marketable skill attainment, educational excellence, and equity of single parent, displaced homemakers, and single pregnant women programs, services and activities conducted throughout the state.

Project objectives completed. The project objectives were evaluated based on installation, process, and products. The project was accomplished by completing the following tasks:

Task 1. Create and use a Project Advisory Committee (PAC). The Project Advisory Committee was created and used to provide external input to the project. The representation on the PAC consisted of persons involved in programs and activities dealing with sex equity programs. In addition, other consultation members included appropriate personnel from the Texas Council for Occupational and Vocational Education, and the Texas Education Agency's Directors of Sex Equity, and Home Economics. Representatives from state agencies such as the Department of Human Services and the Texas Employment Commission also served on the PAC. The PAC membership was submitted to and approved by the Texas Education Agency. The PAC met and maintained communications to assist with the critical review, approval of interim and final products of the project, as well as with project evaluation within the proposed timelines.

Task 2. Conduct an Informational Search. A comprehensive and thorough search of the literature and other informational resources were used for this project. This information was used by the project staff to develop a list of characteristics which were presented to the PAC in order to develop the list of required program characteristics.

Task 3. Establish characteristics for Programs. Consensus of a list of required program characteristics was reached by the PAC after deliberation at a PAC meeting on October 28, 1992. Validation of the list was completed through the use of a modified Delphi technique. All of the characteristics on the Delphi questionnaire were retained by the Delphi study.

Task 4. Design and Develop a Model for Evaluating Single Parent, Displaced Homemakers, and Single Pregnant Women Programs. An assessment

instrument was sent to the Texas Education Agency for approval. Upon review of the assessment questionnaires by the Texas Education Agency, certain revisions were made and approved.

Tasks 5 and 6. Develop a plan and conduct a State Assessment. After approval requirements of TEA were met, questionnaire packets were disseminated to seventy-eight (78) public school districts and included participation by the following: the program director, the administrator of Career and Applied Technology Education, principals of each of the high schools of the district, a counselor from each high school in the district, and three members of the program advisory committee. The assessment questionnaires were completed and returned by forty-eight of the funded projects. The data were compiled and the findings were presented by type of respondents and are included in the final report. All of these procedures were completed in a timely and efficient manner.

Task 7. Prepare and Submit a Model. An evaluation model was prepared by the project staff and submitted for approval to the Texas Education Agency. This model has been included as part of the Final Report to TEA and includes an overview of the need for statewide assessment and an explanation of the purpose of the single parent, displaced homemaker, and single pregnant women program in public schools. The use of funds according to the Perkins Act is also clearly outlined. The evaluation process, evaluation models, and a model for statewide assessment are discussed. A model for local evaluation is included which will allow the practitioner to effectively carry out the self-assessment process at the local level. This product offers a practical model to assist the local administrator as well as to assure accountability to the state.

Task 8. Maintain close coordination with TEA and TCOVE. Throughout the project period, the project staff maintained close consultation with both TEA and TCOVE through the PAC meetings as well as through individual conversations and other scheduled meetings.

Task 9. Publicize the Project. The project product, or evaluation model, was publicized through the dissemination of a flier to secondary school administrators in the state which

informed them that the data had been collected and about the availability of the evaluation model from TEA which could be used for future self-assessment.

Task 10. Evaluate the Project--Installation, Process and Products. This report by the Third-Party Evaluator during June, 1993, accomplishes this objective. The Third-Party Evaluator (on the basis of thorough review of the documents submitted and products disseminated) finds that the project has successfully fulfilled all of the objectives as set forth in the Project No. 33420121 funded by the Carl D. Perkins Vocational Education Act and sponsored by the Texas Education Agency in contract with the University of North Texas School of Resource Management.

It is the opinion or the Third-Party Evaluator that this project demonstrates that the design of the study provides an effective means of determining the status of Carl D. Perkins funded secondary single parent, displaced homemaker, and single pregnant women programs on a statewide basis. The assessment instrument clearly identifies what is being done by the programs in relation to established characteristics of a funded single parent, displaced homemaker, and single parent women program and also describes the apparent positive implementation of such funded programs in the public schools. In summary, the funded programs appear to be conducted in accordance with the purposes and intent of the funding authority as well as being effective in terms of services provided to students eligible to participate in the program.

Task 11. Prepare and submit reports. The project staff maintained all necessary records and other appropriate materials and information throughout the project period as required by the Texas Education Agency and as appropriate for dissemination to the target audience. All reports were prepared and submitted according to the established timelines. Interim and drafts of final products have been submitted.

Katherine C. Miller

Prepared by: Katherine C. Miller, Third-Party Evaluator
Date: June 23, 1993